



SHINING STARS MONTESSORI ACADEMY PCS

"Cultivating tomorrow's leaders today!"

Program Evaluation

2012-13



Shining Stars Montessori Academy Public Charter School
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Dr. Malcolm Woodland, (Outgoing) Board Chair
Allison Brown, (Incoming) Board Chair

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Annual Report Narrative

I. SCHOOL DESCRIPTION

A. Mission Statement

Shining Stars Montessori Academy's mission is to offer a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential.

B. School Program

1. Summary of Curriculum design and instructional approach

Shining Stars Montessori Academy (SSMA) is unique in its design as a free and open to the public Montessori school with a cultural empowerment curriculum. For the past 100 years, The Montessori approach has been quietly revolutionizing education. Started by Maria Montessori, in 1907 in Rome, the Montessori Method, as many call it, has since then educated millions of students to become creative, confident, compassionate and gifted leaders the world over. Our instruction uses a two-pronged approach – Montessori education plus cultural empowerment – to educate its target population, The Academy will ensure high academic performance and build children's confidence using this cutting edge approach.

The Academy has been working towards creating an environment for children in which the basic needs of the child are met through six core areas of learning. However, before talking about the six areas, it's important to note that the Montessori classroom is designed for children's use so that they may navigate through their studies at a pace with which they are comfortable. Allowing children to build confidence in their work and achievements, and to have continuous opportunities for success in the classroom, establishes a strong foundation for their future. Every discovery they make and every task they complete helps to provide an exciting demonstration of their capabilities and potential. The Montessori teacher's role is to guide children through this process, ensuring that their most basic needs are met and that their continued development is productive and positive.

There are six core areas of learning in the Primary classroom:

(1) Practical Life

Through the use of uniquely designed materials, the child learns to perform the basic actions that lead to functional independence through activities that involve care of the self, care of the environment and health and nutrition. The goal is for the child to develop concentration through repetition of these activities in addition to developing

independence, coordinated movement, fine motor skills, eye-hand coordination and a sense of order. This area is the foundation for all the other areas.

(2) Language

The materials and activities in this area are designed to give the child a working knowledge of syntax and grammar and enrich his/her vocabulary, as well as practice in public speaking. The idea is always to move from the concrete to the abstract, each activity building upon the next until the child demonstrates through speech and other activities, his mastery of the language.

(3) Sensorial

The child's use of the sensorial materials will facilitate a refinement of the child's senses (sight, hearing, touch, smell and taste); assist the child in classification, gradually developing finer and finer distinctions; and lead to abstract thought, always moving from the tangible and concrete to the abstract as the child learns to record sensory impressions accurately. This area includes music and biology.

(4) Mathematics

The materials in this area are physical representations of mathematical concepts—this includes geometry. It is important for the child to have access to mathematical experiences through sensorial manipulation. Qualities of the other five core areas can be found in the approach to mathematics and the idea is to give the whole concept first and then move on to the details. There are six basic groups of mathematics instruction and each one is presented in a three-step pattern: a concrete experience of the concept, followed by isolation of the concept and finally, a combination of the concrete with the abstract.

(5) Cultural Activities

This area encompasses history and geography and social justice issues. Again, the approach is to give the child a sense of the whole history of humanity and then move into the finer details, utilizing storytelling, experiments and field trips, with the child taking on more and more the burden of exploration as her abilities increase. The world is presented as a whole and then the child is encouraged to explore the details individually. This area provides the perfect entrée for the cultural empowerment curriculum. The learning materials used and subject areas covered with the cultural activities will be inclusive of all people and will specifically highlight the accomplishments of people of color.

(6) Creative Activities

This includes art, music, drama and poetry, in addition to writing. Elements of each of these are interwoven with the other core areas whenever possible and the child is encouraged to engage the imagination in trying to figure out solutions to classroom problems as well as societal problems. As their awareness of these issues increases, the burden of responsibility gradually increases as well.

Instructional Approach

SSMA employs a Montessori educational approach to all classroom instruction. Specifically, we maintain practices that are consistent with those outlined in the Association Montessori International (AMI) teacher training programs. Following this model, all children received individual presentations throughout the morning work cycle, and older students (kindergarten and above) received some additional small group lessons in the afternoon, while the younger children nap. The guide employs group lessons as well as individualized lessons, as the need is apparent. Morning lessons will be determined based on each child's individual needs and interests. In this way, Montessori makes it easy to exercise differentiated instruction and to recognize children's multiple intelligences and build from them. Small group lessons in the afternoon may be used to provide literacy support, address particular learning standards, or reflect with children on their learning process.

SSMA follows the Student Support Team model as a primary means implement curriculum modifications and early interventions. An SST meeting may be convened for any student who demonstrates difficulty adjusting to the Montessori method, students who display symptoms of possible developmental or socio-emotional delays, students who are frequently tardy or absent, students in need of further academic enrichment, students who demonstrate sensorial processing difficulties and for other issues or situations that may be a call for concern or special attention. Any child that goes through the SST process is given a six-week plan for intervention, after which his/her progress is assessed and the Team decides on the next best measures. Some early interventions may resolve initial concerns, however if the concerns persist more intensive services may be necessary.

The classroom Guide (or teacher) is a constant model for the children. She must present each lesson exactly how she expects the child to perform the task. In addition, she models grace and courtesy throughout her daily interactions. In each classroom there is one Guide and one Classroom Assistant. While the Guide presents individual lessons to the children, the Classroom Assistant is responsible for maintaining order in the overall classroom. Children are free to explore the materials and curricular areas independently, if not receiving a lesson from the Guide. The Classroom Assistant provides additional materials to the children as needed (paper, pencils, etc.), and will take notes regarding the children's choices in activities. Between

individual presentations, the Guide is available to provide support to the students as they work on their independently selected projects and encouragement to those children who may have difficulty choosing some of their own work. The Guide also takes momentary pauses in instruction in order to observe children's behavior, take notes on children's individual work, the progress of various children and the children's interactions.

The methods that the Guide employs when giving a presentation must adhere to the following standards:

- Careful Movement:

The hands are constantly moving. The Guide manipulates the materials carefully and is economical in her movements. In handling the materials, care is shown. This provides endless possibilities of exploration by the child in their handling of the materials.

- Minimum Speech:

The focus is on the material—looking at it, feeling it; that is where most of the information comes from. So the Guide, for the most part, does not speak while the hands are moving, unless to give the name of some part of the material.

- Simple Concepts:

Only the essential presentation is done at a given time. Then the child is allowed to explore and work with it before their attention is drawn to another aspect of it.

2. Parent Involvement efforts, describing the methods and frequency of parent involvement

The Family Involvement Program at SSMA began the school year with a Back to School Night in September and then hosted a few monthly workshops on Montessori theory and practice for parents. Workshops were engaging and included power point presentations as well as interactive discussions. In collaboration with the Parent Teacher Organization (PTO), we hosted several monthly morning Parent Cafes in the kitchen area. Parents brought potluck breakfast items and had a chance to gather and talk with other parents about things they had in common as well as talk with staff and board members about other areas of concern. The PTO also hosted monthly play dates which they would announce on the parent listserv inviting parents to such events as a visit to the Natural History Museum or the Botanical Gardens. The PTO also hosted a parent date night at the school in February and was instrumental in helping us implement our annual End of Year Field Day celebration.

Some parents also volunteered to help beautify their child's classroom by providing requested items such as lamps, window curtains, classroom pets and so on. Families took turns hosting the pets at their homes on the weekends and during school holiday breaks. In addition, parents coordinated a week-long series of staff appreciation activities that included complimentary massages for all staff members done at school by a few parents. SSMA hosted a weeklong series of wellness activities in the spring, culminating with a yoga session in Meridian Park to which parents were invited. Throughout the year, each classroom sent out one-page newsletters with updates about classroom activities. Parents were able to sign up to bring in flowers, fruits and vegetables on a weekly basis for the children to use with the Practical Life activities in the classroom and the overall response from families was tremendous.

We did find that there were times when it seemed that it was the same core group of parents attending all the events and we have been trying to get a better sense from parents as to what kinds of activities they would like us to host so that they would be more willing to attend. We are mindful that as we grow in the next year, we are being really attentive to parent needs and concerns and will be planning a program that hopefully will attract more parents.

II. SCHOOL PERFORMANCE

A. Performance and Progress

In the charter application, we outlined several academic, non-academic and school-wide goals. The goals in the accountability plan differ somewhat from the goals stated in the charter but we were able to accomplish the goals on the accountability plan. In doing so, the school managed to meet targets set in some of the goals outlined in the charter. The first chart below outlines the goals stated in the charter application. They are not as detailed or specific as the accountability plan goals. Thus, it was helpful for us to have the accountability goals in place because it gave us a framework in which to operate and helped us to focus so that we could stay on target. Moving forward, we are working to merge the goals of the Performance Management Framework (at least some of them), with the goals stated in the charter application so that they are the same. In that way, we will ensure that we are staying true to the goals outlined in our original charter and fulfilling our mission.

PRIMARY (3-6 year old) Goals	
Non-academic	Students will demonstrate mastery in the use of the Practical Life materials which will include completing the sequence of work, self-correcting, and refinement of fine motor skills.
	Children will demonstrate a curiosity for and use of materials in the Science area.
	Children will explore the Art area and demonstrate a curiosity for various techniques and their relationship to larger unit studies.
	Children will exercise independence and self-direction in an atmosphere of free choice.
	Students will demonstrate an appreciation of learning and an inner motivation to succeed.
Academic	The general goals are <i>concentration</i> , <i>coordination</i> , <i>independence</i> and <i>order</i> and children will be expected to demonstrate proficiency in manipulation of the Montessori materials including following the proper sequence, completion of work and ability to perform the task as it was presented.

<p>Academic Goals: <i>Student Performance:</i></p> <p><i>MATH</i></p>	<p>At the end of their third year in the Primary Montessori environment, children will demonstrate an understanding of the following mathematical concepts:</p> <ul style="list-style-type: none"> • Numeration, sequence and matching quantities for numbers 1-10. • The Decimal System including the formation of numbers • Addition and subtraction with regrouping • Multiplication and division • Teen and Tens numbers, including linear counting to 1,000 and skip counting • Memorization of basic facts • Introductory knowledge of geometry and fractions • Introduction to graphing/charts • Monetary values (U.S. coins)
<p><i>LANGUAGE</i></p>	<p>At the end of their third year in the Primary environment, children will demonstrate proficiency in the following areas of Language acquisition:</p> <ul style="list-style-type: none"> • Phonetics • The application of pre-reading and reading skills • Beginning grammar • Reading analysis
<p><i>GEOGRAPHY</i></p>	<p>At the end of the third year in the Primary environment, children will demonstrate a general basic understanding of Geography and related concepts:</p>

	<ul style="list-style-type: none"> • Identify N, E, S, W on a map/globe • Demonstrate an understanding of the concept of a map • Develop a curiosity and appreciation of world cultures.
<i>SENSORIAL</i>	<p>Children will frequently and actively use a variety of Sensorial materials in order to:</p> <ul style="list-style-type: none"> • Refine eye-hand coordination • Train fine discrimination of all five senses • Work for extended periods of time exercising increased concentration skills

ELEMENTARY (6-12 years old) Goals

Academic Goals: <i>Student Performance:</i> MATH	<p>As children progress through the Elementary (6-12) environment, they will demonstrate increasing proficiency in Mathematical concepts, moving from concrete to abstract, and including but not limited to:</p> <ul style="list-style-type: none">• The Decimal System, categories and numeration, addition and subtraction with regrouping• Long multiplication and multiplication algorithm• Long division <p>Multiples and factors</p> <ul style="list-style-type: none">• Operations with fractions and equivalency• The metric system and measurement• Monetary systems• Squares and cubes of numbers; powers of numbers• Word problems• Graphing• Introduction to algebra
LANGUAGE	<ul style="list-style-type: none">• Children will demonstrate proficiency in the acquisition and the application of reading and writing skills, grammar analysis, and reading comprehension.• In addition, children will demonstrate an understanding of and appreciation for Language and Literature in terms of the history of its development.
HISTORY	<p>Children will demonstrate proficiency within the Montessori History framework, beginning with the Timeline of Life and including (and always from the concrete to the abstract):</p> <ul style="list-style-type: none">• The coming of human beings• The history of the U.S.• The three phases of history: civilizations, migrations of people, the telling of time• Universal and fundamental needs of human beings• The three phases of history: civilizations, migrations of people, the telling of time• Universal and fundamental needs of human beings• Cultural awareness and minority history studies

<p>Academic Goals: <i>Student Performance:</i> <i>GEOGRAPHY</i></p>	<p>Children will demonstrate proficiency in Geography concepts, including but not limited to:</p> <ul style="list-style-type: none"> • The study of the Universe with its matter and laws • The composition of the earth, different ways of combining compounds, states of matter • The Solar System and the effects of Earth's rotation and revolution • The work of water, and the work of air • Physical geography (including maps, land and water forms, and economic geography) • The interdependencies of human beings in society.
<p><i>BIOLOGY</i></p>	<p>Children will demonstrate proficiency in Biology concepts, including but not limited to:</p> <ul style="list-style-type: none"> • The study of the needs of plants, the vegetative parts of plants, plant reproductive parts, simple classification of plants and Vegetable Kingdom hierarchy • Specimen dissection and classification • Experiments • Botany • Classified nomenclature • Simple classification for animals, body functions of vertebrates, and Animal Kingdom hierarchy • The human body systems • Ecological relationships

GEOMETRY	<p>Children will demonstrate proficiency in Geometry concepts, including but not limited to:</p> <ul style="list-style-type: none"> • The history of Geometry • Congruency, similarity and equivalence, lines, angles, and measuring angles • Geometric figures, geometric solids • Area and volume • Use of a compass and protractor • Geometric designs and constructions.

School-Wide Goals	Shining Stars will encourage children to follow their own individual interests as they learn at their own pace.
	Shining Stars will provide multi-age classrooms to facilitate and encourage individualized learning
	Shining Stars will provide an uninterrupted work cycle in which learning can occur.
	Shining Stars will encourage collaboration between the teacher and the child and organize the child's activities and learning according to their social development.
	Shining Stars will encourage the children to be rewarded by their own individual achievement and will promote the children's ability to find out and do things for themselves through manipulation of the materials, leading to their functional independence.
	Shining Stars will encourage the development

	of positive self-image through specialized culture-based learning activities and materials.
	Shining Stars will promote and encourage parental development and involvement.
	Shining Stars will provide a loving, secure and ordered place for every child.
	Shining Stars will provide an adequately trained and responsive staff.
	Shining Stars will promote and encourage self-discipline and conflict resolution strategies.
	Shining Stars will provide the opportunities for and encourage purposeful movement, leading to the refining of fine and gross motor skills.
	Shining Stars will stimulate the growth of the whole child by following the natural developmental cycles of human beings.

Our approach to the accountability plan goals this year was two-fold: we decided to focus on improving attendance and improving student performance in reading and literacy. Teachers made a strong effort working with the language materials in order to enrich student vocabulary and increase oral language skills, particularly for the younger students. For the older students, we employed a Literacy Assistant to help the teacher with making sure that students had enough practice with the language materials so that they could make steady progress with their reading and literacy skills. We also tried to keep better track of student attendance and really did more to keep parents aware of their student's attendance status and the consequences of repeated tardiness or absenteeism. Parent satisfaction was also a concern for us but we decided to spend more time on trying to improve student outcomes as well as attendance. With this approach, the school was able to meet all of our targets for the 2012-2013 school year. The table below highlights the results for this year.

Student Performance Targets	Progress Results	Met Target?
60-100 % of kindergarten students will advance at least one level or maintain “low risk” by the spring administration on the Dynamic Indicators of Basic Early Literacy skills (DIBELS) assessment.	82 % of students advanced 1 level or maintained “low risk”.	Yes
60-100 % of first grade students will advance at least one level or maintain “low risk” by the spring administration on the Dynamic Indicators of Basic Early Literacy skills (DIBELS) assessment.	82 % of students advanced 1 level or maintained “low risk”.	Yes
60-100% of pre-kindergarten-3 (PK3) and pre-kindergarten-4 (PK4) will demonstrate 4 points of growth on their standard score (SS) or score 86 points by the spring administration of the Peabody Picture Vocabulary Test (PPVT).	100% of students demonstrated 4 points growth or scored 86 points.	Yes
Student Achievement Targets	Achievement Results	Met Target?
60-100% of kindergarten students will score bench-mark in reading/literacy on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	82% of students made benchmark	Yes
60-100% of first grade students will score benchmark in reading/literacy on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment	100% of students made benchmark	Yes
Leading Indicator Targets	Leading Indicator Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. On average, kindergarten and 1st grade students will attend school 92% of the days. 	<ul style="list-style-type: none"> The average daily attendance was 92.4% The average daily attendance was 95.7% 	Yes Yes
Mission Specific Targets	Mission Specific Results	Met Target?
80% of families will respond that they are satisfied or highly satisfied with school culture and on the Family and School Culture Survey.	96% of families responded that they were satisfied or highly satisfied.	Yes

B. Lessons Learned and Actions Taken

Student Progress and Achievement Targets

We are very thrilled to see that all our hard work paid off and we were able to meet all our targets with regard to student progress and achievement. Even though we continued to use the DIBELS and PPVT assessments, we were able to achieve better results this year due to a combination of teacher instruction, utilizing a literacy assistant and implementing the Montessori curriculum with fidelity. Teachers were able to really focus on working with individual students using the classified vocabulary cards as well as working through the sequence of Montessori literacy activities in order to help students strengthen their skills and extend the vocabulary. In addition, the Literacy assistant continued the Montessori strategies with specific children in order to give them further support. Overall, we know that if we are to continue to ensure that we are implementing the Montessori practices with fidelity and we have a system in place to support students who may need some extra assistance, we will be able to maintain a high level of student progress and achievement over time.

Leading Indicator Targets

With regard to the attendance targets, we were a little more strategic this year in terms of trying to encourage parents to bring students to school consistently and on time. It still continues to be a struggle because most of our population is of the age that by law, they are not required to be in school, so there is not much we could do to make parents bring them to school. However, we implemented a system where we were able to notify parents more regularly when they were getting into the “danger” zone, so to speak, and most parents responded favorably and tried to have their children at school more consistently. It is important to note, however, that some of our students and their families live quite a distance from the school, and they are economically challenged, so when parents are faced with a choice of spending money on getting themselves to work versus taking their pre-school aged child to school, we know what choice they will make. As we grow as a school, this is something that we would have to keep in mind when we consider where we will be permanently located, particularly if we are serious about our mission of trying to bring Montessori education to those who could not otherwise afford it.

Mission Specific Targets

There is no doubt that having more space in our current location definitely helped us to provide more opportunities for parent involvement and engagement. In collaboration with the PTO (Parent Teacher Organization), a small cadre of very dedicated parents, we were able to facilitate the organization of several events including monthly Parent Café’s, a parent date night, several

parent workshops on Montessori theory and practice as well as our school wide holiday Festival of Lights celebration and our annual End of Year Field day in the park. Although there were some parents who were unhappy about some aspects of our program, overall, the majority of parents were very satisfied with our efforts (again at a rate of 96%, see above chart). As we begin our new year, we are looking to employ more creative ways and provide increased opportunities to ensure continued parent satisfaction, engagement and involvement and welcome the new parents into the Shining Stars community.

C. Unique Accomplishments

Several factors make SSMA unique, including but limited to, the following:

- SSMA is the only Ward 1 Montessori public charter school;
- SSMA's combination of the Montessori educational approach with a multicultural empowerment focus;
- SSMA has an exceptionally strong financial plan, that's been established in a short amount of time and with a small school population
- SSMA has established a strong presence within the Montessori local and national community, established in a short amount of time.

DATA REPORT

Source: *PCSB's Data Point*

GENERAL INFORMATION		
School	LEA Name	Shinning Stars Montessori
School	Campus Name	Shining Stars Montessori PCS
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	55
PCSB	PK3 Audited Enrollment	25
PCSB	PK4 Audited Enrollment	15
PCSB	KG Audited Enrollment	7
PCSB	Grade 1 Audited Enrollment	8
PCSB	Grade 2 Audited Enrollment	
PCSB	Grade 3 Audited Enrollment	
PCSB	Grade 4 Audited Enrollment	
PCSB	Grade 5 Audited Enrollment	
PCSB	Grade 6 Audited Enrollment	
PCSB	Grade 7 Audited Enrollment	
PCSB	Grade 8 Audited Enrollment	
PCSB	Grade 9 Audited Enrollment	

PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	182
School	Notes on number of instructional days for grades with different calendars	August 27th and 28th were the start days for 4 and 5 year olds. August 29th was the start day for 3 year olds.
PCSB	Suspension Rate	0.0%
PCSB	Expulsion Rate	0.0%
PCSB	Instructional Time Lost to Discipline	0.0%
PCSB	Promotion Rate (All Grades)	40.0%
PCSB	Promotion Rate (KG and higher)	100.0%
PCSB	Mid-Year Withdrawal Rate	20.0%
PCSB	Mid-Year Entry Rate	1.8%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	2
School	Teacher Attrition Rate	0.0%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	2500
School	Square footage for entire building	7500
School	Cafeteria	No
School	Theater/Performing Arts Space	No
School	Art Room	No
School	Library	Yes
School	Music Room	No
School	Playground	No
School	Gym	No

EDUCATION OFFERINGS		
School	Advanced Placement	No
School	Alternative	No
School	Arts Integration/Infused	Yes
School	Career/Technical	No
School	Classical Education School	Yes
School	College Prep	No
School	Expeditionary Learning	No
School	Evening	No
School	Extended Academic Time	No
School	GED	No
School	International Baccalaureate	No
School	Language Immersion	No
School	Math, Science, Technology	No
School	Montessori	Yes
School	Online/Blended	No
School	Public Policy/Law	No
School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Cultures	Yes
School	Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.	While we do not have a separate music and arts program, these areas are a standard part of the integrated Montessori classroom. The children are involved in singing, learning about music notes and pitch, as well as movement activities. They are also expos

APPENDIX A

Staff Roster

2012-13 Staff Roster

- Aldel Brown (Executive Director, Outgoing)
- Rhonda Lucas-Sabater (Principal and Primary Guide)
- Kather Avery (Director of Student & Family Services)
- Autum Wilson (Primary Guide)
- Cynthia Ashton (Classroom Assistant)
- Lorraine Ivey (Lunch and Program Assistant)
- Sandra Simpson (Classroom Assistant)
- Adaora Otiji (Office Manager)
- Aneika Muhammid (Receptionist)
- Aliya Rocker (Academic Assistant)
- Maria Fenton (Office Manager)
- Manuela Singleton (Program Assistant)
- Ayize Sabater (CEO, Incoming)

Staff Responsibilities and Qualifications

Receptionist

Responsibilities

The receptionist will support this mission by attending to visitors and dealing with inquiries on the phone and face to face, and supplying information regarding the organization to the general public, parents and visitors.

Qualifications

- High School Diploma required, and an Associate's Degree preferred
- Basic knowledge of clerical procedures
- Knowledge of computers and relevant software applications (i.e., MS Word, Excel, Publisher, etc.)
- Excellent verbal, written communication skills and phone answering skills

Program Assistants

Responsibilities

The Program Assistant assists the Guide in facilitating smooth transitions between activities and maintaining the environment in which the Montessori approach to education is implemented by assisting with recess and lunch transitions as well as during nap time.

Qualifications

- At minimum a High School Diploma/GED;
- A commitment to working with children in an urban public school setting;

Classroom Assistants (Assistant Teachers)

Responsibilities

The Classroom Assistants assists the Guide in preparing and maintaining the environment in which the Montessori approach to education is implemented.

Qualifications

- High School Diploma/GED required;
- Bachelor's degree, preferred
- AMI Montessori Assistant certificate
- Passing scores on PRAXIS Para Pro if no Bachelor's degree
- A commitment to working with children in an urban public school setting;
- Prior experience working with young children preferred

Primary Guides (Lead Teachers)

Responsibilities

The Primary Guide (Lead Teacher) supports the Montessori mission of the school by guiding all of our served children, spiritually, academically, physically, and emotionally in a scientifically prepared Montessori environment in full accordance with the Montessori philosophy and principals.

Qualifications

- A Bachelor's degree, required and passing scores on Praxis I & II
- Primary Certification in Montessori education from AMI (Association Montessori Internationale) or another high quality a Montessori training association;
- A commitment to Montessori principles and educational philosophy;
- A commitment to working with children in an urban public school setting;
- A commitment to cultural empowerment and culturally inclusive practices;

Academic Assistant

Responsibilities

The Academic Assistant will support the school's mission by supporting the Principal and administrative team with key components of school operations, academic program operations, record keeping and overall student support services.

Qualifications

- The ability to multi-task, prioritize and work collaboratively
- The ability to maintain confidentiality and sensitive information
- Excellent written and oral communication skills in English
- Proficient knowledge of Microsoft Office suite, particularly Word, Excel and Publisher
- Experience working in a school-based or non-profit setting
- Dedication to serving the needs of urban public school students
- Bachelor's degree required; Master's degree preferred

Administrative Assistant

Responsibilities

The Administrative Assistant supports the school's mission by supporting the administrative team with day-to-day office administration, record keeping, human resources, school operations and promoting the overall wellness and safety of all of our children.

Qualifications

- The ability to multi-task, prioritize, work collaboratively, maintain confidentiality
- Excellent written and oral communication skills in English
- Proficient knowledge of Microsoft Office suite, particularly Word, Excel and Publisher
- Experience working in a school-based or non-profit setting
- Bachelor's degree preferred

Principal

Responsibilities

The Principal will support the school's mission by providing day-to-day oversight over all of the educational components of the school, including but not limited to: the school curriculum; overall instruction; assessment; student related activities; management of the educational team (including special educational services); and, oversee and maintain parent relations.

Qualifications

- A Bachelor's degree required, Master's degree in education, education administration or related field is strongly preferred
- AMI credentials and Montessori trained and Experience as a Montessori Guide
- Experience coordinating and implementing successful student interventions (such as SST plans, IEPs, ELL services, etc.)
- Experience with and a demonstrated dedication to working with urban youth
- Familiarity with Common Core State Standards for teaching
- Skilled manager and facilitator with strong communication and listening skills

CEO or Executive Director

Responsibilities

The CEO or ED is the overall head of the school that supports the school's mission by serving as a dynamic leader that is the "face" of the school to the public and who reports and answers directly to the school's Board. The CEO or ED provides overall day-to-day management of the school's staff and facility, fundraises, oversees the financial well-being of the school and ensures that the school's mission is effectively being implemented.

Qualifications

- Bachelor's degree required, Master's degree in education, public policy, or business administration strongly preferred
- At least 10 years of professional work experience
- At least 5 years of experience in executive management of non-profits or business entities, including oversight of significant (\$1M+) operating budgets
- Experience working in an educational or child development setting
- Skilled facilitator with strong communication, listening, and staff development skills
- Strong understanding of the effective use of technology, preferably in a K-12 setting
- Demonstrated success with fundraising and corporate networking

APPENDIX B

Board Roster

2012-13 SSMA Board Roster

- Malcolm Woodland ((Outgoing) Chair, until Jan of 2013)
- Jonathan Stith (Treasurer)
- Aldel Brown (Vice Chair)
- Allison Brown ((Incoming) Chair, as of Jan 2013)
- Maria Fenton (Parent)
- Merrie Dodson-Green (Parent)
- Muneera Fontaine (Parent)
- Jelani Still
- Lennie Friedman
- Tom Dawes
- Chris Tessone (Secretary)
- Willa Golden
- Jessica Phillips-Silver
- Kamal Wright Cunningham